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ABSTRACT

This curriculum guide identifies three reading courses taught at the junior high school level (intensive reading, improving reading, and developmental reading) and five reading courses taught at the senior high school level (intensive reading, improving reading, practical reading, developmental reading, and power reading), designed to meet the needs of students reading at various levels. For each reading course, the guide offers suggestions regarding class size and criteria for admission, describes the course, lists objectives, and suggests materials. The guide also discusses the role of the reading specialist, outlines some possible approaches for the reading specialist, and lists recommended resource materials on the teaching of reading. (GW)

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SECONDARY READING CURRICULUM

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SECONDARY READING PHILOSOPHY

Reading is a basic tool of communication. It is a process, not a subject. Reading involves not only the gaining of specific information, but also the understanding of general concepts. Furthermore, it promotes an awareness of self and others through vicarious experience. Reading instruction should incorporate the teaching of reading skills as a means of improving the total reading experience. Such an approach can provide each student the opportunity to develop individual reading potential and become a more effective reader. However, it must be understood that students with reading difficulties will achieve at different rates, dependent upon a variety of factors (social, emotional, intellectual, environmental, educational, and physical). Thus, student progress should be evaluated on an individual basis, using both formal and informal observation techniques. The end product of reading instruction should be beneficial to the student and not simply an instructional tool that has little practical value now or in the future.

JUNIOR HIGH READING CURRICULUM

Introduction

The three courses in the Junior High Reading Program are designed to provide the individual student with the opportunity to progress from his/her initial point of proficiency without repetition of previously acquired skills. Participation in these three courses is contingent upon reading teacher approval. Forms could be made available as one means of approval; however, students with recognized behavioral or psychological problems which interfere with the progress of other students should not be enrolled in the reading program.

Although writing and grammar skills are important, the primary focus of a reading program must be placed on the total reading process. Grammar and writing skills will be taught only as they are encountered within the context of the reading materials used. A transitional grammar/writing course, which will teach the writing skills necessary for success in other classes, should be made available to students moving from Improving Reading and Intensive Reading into regular English classes.

The progress of the student is the mutual concern of parents, counselors, and teachers; therefore, it is important that the channels of communication remain open in order to facilitate the success of the reading program.

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
LITTLETON, COLORADO

SECONDARY READING CURRICULUM

JUNIOR HIGH COURSE TITLES AND CRITERIA

Course Name	Elec./Req.	Gr.Level	Term	Suggested Class Size	Criteria	Char. of Students/Course
INTENSIVE READING*	Required	7,8,9	Full Year	8	2+ yrs. below grade level	Capable of improving reading ability
IMPROVING READING	Required	7,8,9	Full Year	15	1-2 yrs. below grade level	Reluctant readers, capable of reading on grade level
DEVELOPMENTAL READING	Elective	7,8,9 (1 time only)	Semester or Full Year (as per bldg. schedule)	20-25	On or above grade level	Proficiency development & reading/study skills

*Title I students at Grant and Goddard to be taken from this course

INTENSIVE READING

Class Size 8

This is a required course designed for seventh, eighth, or ninth grade students reading two or more years below grade level, as determined by standardized reading tests such as the Nelson Reading Test and the Stanford Diagnostic Reading Test. This class is designed to aid the student who is capable of improving his/her reading ability, as determined by a reading expectancy formula or standardized test results. Reading teacher approval required.

Program Objectives

1. To concentrate on developing proficiency in work attack techniques and study skills
2. To identify and understand key words and main ideas in order to facilitate comprehension of sentences and paragraphs
3. To teach vocabulary by means of context clues, root word analysis, prefixes, and suffixes
4. To review the alphabet and basic vowel and consonant sounds
5. To promote an atmosphere conducive to the development of the student's self-image
6. To encourage oral reading as frequently as possible
7. To teach survival skills, such as the completion of job applications, order forms, and questionnaires
8. To help students cope with content area materials

SUGGESTED MATERIALS FOR INTENSIVE READING

Resources	Word Attack	Spelling & Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Comprehension Power Skills (EDL)	x	x	x			
Design for Individualized Reading (Rock Publishing Co.)	x	x	x			
Dimensions (Scholastic Services)		x	x			
E.D.L. Learning 100 Series (EDL)	x	x	x	x	x	
Extending Reading Skills (McCormick Mathers)	x		x			
Forms in Your Future (Globe Book Co.)		x				x
Illustrated Books and Tapes (Pendulum Press)			x			
Incredible Series (Dexter & Westbrook Ltd.)		x	x			
Pal Paperbacks (Xerox Corporation)			x			
Point 31 (Reader's Digest)	x	x	x	x		
Practice in Survival Reading (New Readers Press)		x				x
Reader's Digest Skill Builder (Reader's Digest)	x	x	x	x	x	
Reading for Understanding (RFU) (SRA)		x	x			
Real Stories Series (Globe Book Co.)		x	x			
Recovery Paperbacks (Young Readers Press)		x	x			
Scholastic Action Library (Scholastic Services)		x	x			
Scholastic Action Magazine (Scholastic Services)	x	x	x			
Scholastic Scope Magazine (Scholastic Services)	x	x	x			
Specific Skills Series C-E Levels (Barnell-Loft)	x	x	x	x		

SUGGESTED MATERIALS FOR INTENSIVE READING

(continued)

Resources	Word Attack	Spelling & Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Spotlight (Scholastic Services)		x	x			
SRA Reading Lab		x	x		x	
Tales of Mystery and the Unknown (Globe Book Co.)		x	x			
Teacher-made Materials	x	x	x	x	x	x
Trackdown (Scholastic Services)		x	x	x		
Turner Career Guidance Series (Follett Publishing Co.)		x	x		x	
Turner Livingston Communication Series (Follett Publishing Co.)		x	x		x	
Turner-Livingston Reading Series (Follett Publishing Co.)		x	x		x	
Turning Point Set (McCormick Mathers)		x	x			
Wide World (Scholastic Series)		x	x			
Word Games (Word Games, Healdsburg, California)	x	x				

IMPROVING READING

Class Size: 15

This course is designed for seventh, eighth, and ninth grade students who are capable of functioning at grade level, but are currently two or more years below. Such tests as the Nelson Reading Test and the Stanford Diagnostic Reading Test could be used to determine reading level. Reading teacher approval required.

Program Objectives

1. To review and teach word attack techniques and study skills
2. To identify and understand key words and main ideas in order to facilitate comprehension of sentences and paragraphs
3. To teach vocabulary by means of context clues, root word analysis, prefixes, and suffixes
4. To strive for fluency in all reading by stressing proper phrasing for clarity
5. To help students improve their self-image and motivation
6. To expose students to a variety of reading materials
7. To reinforce survival skills such as the completion of job applications, order forms, and questionnaires
8. To review and teach textbook analysis, emphasizing the table of contents, index and glossary
9. To teach students how to locate library materials

SUGGESTED MATERIALS FOR IMPROVING READING

Resource	Word Attack	Spelling & Vocabulary	Compre-hension	Study Skills	Reading Rate	Survival Tactics
Action Libraries (Scholastic Services)		X	X			
Activity Concept English (Scott Foresman)		X	X	X		
Basic Reading Skills (Scott, Foresman)	X	X	X	X		
Be a Better Reader, Books I, II, III, 3rd Edition (Prentice - Hall, Inc.)		X	X			
Countdown (Scholastic Book Services)			X	X		X
Developing Reading Skills (Laidlaw Bros.)		X	X	X		
Houghton Mifflin Action Series (Houghton Mifflin)	X	X	X			
Jobs in Your Future (Scholastic Services)			X			X
Read Magazine (Amer. Educ. Publications, Inc.)	X	X	X			X
Reader's Digest, Reader's Digest New Reading Skill Builders (Reader's Digest Services, Inc.)	X	X	X	X	X	
Reading Bookshelf, I, II, III, IV (EDL)		X			X	
Reading for Meaning (J.B. Lippincott Co.)		X	X	X		
Reading Lab. I-Revised "Springboards" (Noble & Noble, Inc.)	X	X	X	X		
Scholastic Scope (Scholastic Magazines)	X	X	X	X		
Specific Skill Series (Barnell Loft)	X	X	X	X		
Sprint (Scholastic Services)			X	X	X	
Teacher-Made Materials	X	X	X	X	X	X
Trackdown (Scholastic Services)		X	X	X		
Troubleshooter (Houghton Mifflin)	X	X				

DEVELOPMENTAL READING

Class Size: 20 - 25
Course may be taken only once during junior high.

This is an elective course designed for seventh, eighth, and ninth grade students reading at or above grade level, as determined by standardized tests such as the Nelson Reading Test. Students can become more proficient readers through greater exposure to reading/study techniques and approaches applied to a variety of reading materials. Student motivation is an important factor in determining enrollment. Reading teacher approval required.

Program Objectives

1. To help students with inferential and literal comprehension skills
2. To relate vocabulary to the total reading process
3. To teach students to vary reading rates according to the materials encountered
4. To introduce and teach skills necessary for critical reading
5. To aid the student in developing effective study skills, such as organization, test taking, memory techniques, following directions (written and oral), textbook analysis, SQ3R
6. To review and teach a variety of word analysis skills, including context, structure, sound, and dictionary
7. To incorporate oral reading into the total reading program
8. To introduce a variety of literary styles and subject matter
9. To encourage independent reading as a source of personal enjoyment

Resources	Word Attack	Spelling & Vocabulary	Compre-hension	Study Skills	Reading Rate	Survival
Across & Down (Scholastic Services)		X				
Advanced Skills in Reading (The Macmillan Co.)	X	X	X	X	X	
Better Reading Book I, II, III (SRA)		X	X			
Controlled Reader (EDL)		X	X		X	
Hayes for Vocabulary Building (Hayes Publishing Co.)		X				
Pilot Library (SRA)	X	X	X		X	
Read Magazine (American Education Publications)	X	X	X			X
Reader's Digest Skill Builders Series (Reader's Digest)	X	X	X	X	X	
Reading Attainment (Grolier Educational Corp.)		X	X			
Reading for Understanding (SRA)		X	X			
SRA Reading Lab III (SRA)	X	X	X		X	
Specific Skills Series (Barnell Loft)	X		X	X		
Speed Reading for Better Grades (J. Weston Walsh)		X	X		X	
Spice Series (Educational Services, Inc.)	X	X		X		
Tachistoscopes (EDL)	X	X			X	
Tactics I, II (Scott Foresman)	X		X	X		
Teacher-Made Materials	X	X	X	X	X	X
Vanguard (Scott Foresman)	X	X	X			
Word Games (Word Games, Healdsburg, CA)	X	X	X			

SENIOR HIGH READING CURRICULUM

Introduction

The Senior High School Reading Curriculum is an entirely elective program, incorporating classes for students with a spectrum of reading needs. By offering specialized reading instruction in classes of low to moderate size, the program can meet the specific needs of deficient, average, and superior readers. In addition, instruction within these classes is individualized based on the diagnosis of the students' particular reading strengths and weaknesses.

Criteria for admission to these classes vary with the particular class. In all cases, the results of standardized tests (such as the Iowa Silent Reading Test), teacher recommendation or approval, and student motivation should be considered. Counselors should be aware of discrepancies between reading and non-reading scores on standardized tests to enable them to determine the status of a student's reading abilities compared to skills in other areas. Communication should also be established between counselors and Reading personnel to facilitate recommendations or approvals for specific classes. Forms could be made available as one means of referral. Finally, because student motivation is a strong determiner of success, counselors, teachers, and parents should encourage but not require that prospective students enroll in the appropriate reading classes. Counselor, teacher, and parent cooperation is imperative in successfully developing an effective reading program.

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
LITTLETON, COLORADO

SECONDARY READING CURRICULUM

SENIOR HIGH COURSE TITLES AND CRITERIA

Course Name	Elec./Req.	Gr.Level	Term	Suggested Class Size	Criteria	Char. of Students/Course
INTENSIVE READING	Elective	9,10,11	Full Year	8	2+ yrs. below grade level	Significantly disabled readers, not able to function in classroom
IMPROVING READING	Elective	9-12	1 Sem.	15	2+ yrs. below grade level	Diagnostic/prescriptive for students deficient in reading skills but capable of learning in classroom
PRACTICAL READING	Elective	9-12	1 Sem.	20-25	2+ yrs. below grade level	Survival reading skills
DEVELOPMENTAL READING	Elective	9-12	1 Sem.	20-25	On grade level	Skill improvement, increasing speed & comprehension
POWER READING	Elective	11,12	1 Sem.	20-25	1+ yrs. above grade level	College bound, adv. reading skills

INTENSIVE READING

Credit: 3 - 5 hours per semester; full-year course
Elective: Grades 9, 19, 11
Class Size: 8 students
Prerequisites: Counselor and Reading Teacher Approval

This is a full-year course designed for seriously disabled readers who cannot succeed in a regular classroom.

Student capabilities are evaluated after testing has been completed. Students are then placed in individualized programs which are designed to build on each student's present abilities. Course objectives emphasize increasing word attack skills, developing vocabulary, increasing comprehension, increasing speed of reading, developing a desire to read, and building independence in reading. Vocabulary and comprehension skills are strengthened to prepare the student for reading assignments in other courses.

Program Objectives

1. To evaluate student's capabilities and to identify specific reading deficiencies within each individual in order to prescribe appropriate remediation

2. To provide an atmosphere of support and encouragement that will promote a positive individual self-concept

3. To teach word recognition and attack skills, including phonetic and structural analysis, use of context clues, and dictionary usage

4. To help the student to develop a broader written, reading, and speaking vocabulary

5. To increase the comprehension of written material, including retention of facts, finding relationships, selecting main ideas, sequencing, and critical reading

6. To strengthen study skills to prepare the student for reading assignments in other courses

7. To improve reading rates and teach appropriate rates for different reading purposes

8. To encourage the enjoyment of independent recreational reading

9. To demonstrate to the student the practical application of good reading skills and habits, to promote success in the regular educational program

SUGGESTED MATERIALS FOR INTENSIVE READING

Resources	Word Attack	Spelling & Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Study Guides Levels FF-JI (EDL)			x		x	
Reading for the Main Idea (McGraw-Hill)			x			
Specific Skill Series (Barnell Loft, Ltd.)	x		x	x		
Reading for Understanding (SRA)			x			
Reading Laboratory IV-A with Student Record Books (SRA)	x	x	x	x	x	
Tactics I and II (Scott Foresman)	x	x	x			
Scale for Determining Reading Level (J. Weston Walch)	x	x				

IMPROVING READING

Credit: 3 - 5 hours per semester
Class Size: 15 students
Elective: Grades 9, 10, 11, 12
Prerequisites: 2 or more years below grade level

Improving Reading is a class designed for students who are currently functioning significantly below grade level in reading and can profit from classroom reading instruction. This course will attempt to determine individual reading problems and remediate accordingly. The overall goal of the course is to bring the students' reading up to grade level to enable them to function successfully in the regular classroom.

Program Objectives

1. To identify specific reading deficiencies within an individual and prescribe appropriate remediation
2. To provide an atmosphere of support and encouragement that will promote a positive individual self-concept
3. To review and teach word recognition skills, including phonetic and structural analysis, use of context clues, and dictionary usage
4. To help the student learn the spelling of commonly used words
5. To help the student to develop a broader written, reading, and speaking vocabulary
6. To increase the comprehension of written material, inclucing retention of facts, finding relationships, selecting main ideas, sequencing, and critical reading
7. To improve study skills through the teaching of SQ3R, finding main ideas, finding the author's purpose and organizational skills
8. To improve reading rate and teach appropriate rates for different reading purposes
9. To encourage the enjoyment of independent recreational reading
10. To develop proper listening and note taking skills
11. To improve oral discussion skills
12. To improve writing skills through the use of record keeping, journals, and book reports
13. To instill in the student a respect for reading as an essential element in the total communication process

SUGGESTED MATERIALS FOR IMPROVING READING

Resources	Word Attack	Spelling & Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Activities for Reading Improvement Books I & II (Steck-Vaughn)			X	X	X	X
Advanced Skills in Reading Book 3 (Macmillan)	X	X		X		
Be a Better Reader Books I-IV (Prentice-Hall)	X	X	X	X	X	
Controlled Reader Filmstrips GH-JI (EDL)		X	X		X	
Perspectives (Scott Foresman)	X	X	X			
Rate and Comprehension Check Tests (Baldridge Reading and Study Skills)			X		X	
Read Magazine (Xerox Corp.)	X	X	X			
Reading Laboratory III-A with Student Record Books (SRA)	X	X	X	X	X	
Scope (Scholastic Services)	X	X	X			
Specific Skills Series (Barnell Loft)	X		X	X		
Speed and Perception (Prentice-Hall)			X		X	
Tachistoscope (EDL)		X			X	
Word Mastery, Book 4 (Houghton Mifflin)	X	X				

PRACTICAL READING

Credit: 2 - 5 hours per semester; one semester course
Class Size: 20 - 25 students, depending upon facilities
Elective: Grades 9 - 12
Prerequisites: 2 or more years below grade level

Practical Reading prepares students with reading deficiencies to better use reading skills as a tool to succeed in everyday life. The course demonstrates the practical value of reading.

Materials will be collected and organized according to the following topics: signs, time listings, maps, categorized listings, measuring instruments, factual narratives, manuals, graphics, illustrated ads, technical or legal documents, directions, fill-in-blank forms, etc. Questions, problems, and assignments will be structured from these gathered materials. The teacher will show the students how to use and apply such materials.

Program Objectives

1. To illustrate that good reading skills are needed in daily living situations, not just in school
2. To help the student cope with daily living problems by learning to solve these problems with reading skills
3. To give the student the skills needed to fill out a variety of forms
4. To help the student become a knowledgeable consumer
5. To help the student follow written directions
6. To help the student use simple reference materials
7. To help the student use a map and other graphic aids
8. To help the student obtain personal information, such as travel facts, safety codes, etc.
9. To familiarize the student with the practical use of common written resources, such as newspapers, magazines, etc.

Suggested Materials for Practical Reading

	Word Attack	Spelling--Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Activities for Reading Improvement, Books I & II (Steck-Vaughn)			X	X	X	X
Associated Press Newspaper Reading Skills Development Program (AP)		X	X	X		X
Survival Reading Skills (J. Weston Walch)						X

Suggested Teacher-Compiled Practical Reading Materials

SIGNS:

Billboards
Labels
Posters
Programs
Rosters
Signs
Tags

TIME LISTINGS:

Calendars
Schedules

MAPS:

Campus
City
County
Global
State
Weather

CATEGORIZED LISTINGS:

Almanacs
Atlases
Blue Books
Catalogs
Classified Ads
Concordances
Dictionaries
Indexes
Menus
Report Cards
Stock Reports
Syntopicons
Thesauri
Yellow Pages

MEASURING INSTRUMENTS:

Gauges
Meters

FACTUAL NARRATIVE:

Albums
Bulletins
Encyclopedias
Letters
News Reports
Newsletters
Pamphlets
Telegrams

ILLUSTRATED ADS:

Advertisements
Food Stores
Department Stores
Magazine
Newspaper
Travel
Yellow Pages

TECHNICAL/LEGAL DOCUMENTS:

Bank Books
Bills
Bonds
Checks
Credit Cards
Contracts
Deeds
Guarantees
Leases
Money
Ordinances
Policies/Insurance
Receipts
Reports
Stocks
Tickets
Warranties
Wills

DIRECTIONS:

Codes
Cooking
Machines
Sewing
Tools

FILL-IN-BLANK FORMS:

Applications
Budget
Change of Status
Claim
Complaint
Purchase Order
Registration
Social Security
Tax

MANUALS:

Camping
Cooking
Driving
Etiquette
Fishing
Hunting
Mail
Repair
Safety
School
Technical
Voting

GRAPHICS:

Blue Prints
Cartoons/Comic Strips
Charts
Crossword Puzzles
Diagrams/Graphs
Illustrations/Pictures
Tables

DEVELOPMENTAL READING

Credit: 2 - 5 hours per semester; one semester course
Class Size: 20-25 students, depending upon facilities
Elective: Grades 9, 10, 11, 12
Prerequisites: Average reader

This is a one-semester course designed for students who have little or no difficulty reading grade level materials, but who desire to improve reading and study skills. The course is equally appropriate for students who want to improve skills for high school courses, as well as for those who wish to prepare for the heavy reading load of college.

Course objectives emphasize developing vocabulary, increasing speed, improving comprehension and study skills, developing critical reading skills, stimulating a desire to read, and building independence in reading.

Program Objectives

1. To demonstrate to the student that individual reading skills, though appearing satisfactory, can be further developed to improve success in, and enjoyment of, reading
2. To help the student review any word recognition skills in which there may be a need for improvement
3. To help the student learn the spelling of commonly used words
4. To help the student develop an expanded vocabulary through reading and working with unfamiliar words
5. To develop the student's comprehension abilities, including accurate retention as well as interpretive and critical reading and thinking
6. To improve study skills through the teaching of SQ3R and selection, evaluation and outlining skills
7. To help the student improve rate of reading, while maintaining at least 70 percent comprehension
8. To help the student develop and use flexible reading rates according to the difficulty and purpose of materials being read
9. To encourage the enjoyment of independent recreational reading
10. To introduce the student to a variety of literary genres and to the different reading skills necessary for the full enjoyment and understanding of such different literary forms

11. To develop proper listening and note taking skills

12. To improve oral skills through exercises in reasoning and argument, discussion, reports, and oral reading

13. To improve writing skills for accurate self-expression, reporting, and record keeping

14. To instill in the student a respect for reading as an essential element in the total communication process

SUGGESTED MATERIALS FOR DEVELOPMENTAL READING

Resources	Word Attack	Spelling & Vocabulary	Compre-hension	Study Skills	Rate of Reading	Survival Skills
Activities for Reading Improvement, Books II-III (Steck-Vaughn)			X	X	X	X
Advanced Skills in Reading, Books 3-5 (Macmillan)	X	X		X		
Be a Better Reader, Books III-VI (Prentice-Hall)	X	X	X	X	X	
Controlled Reader Filmstrips, IJ-LK (EDL)		X	X		X	
Guide to Modern English (Scott Foresman)		X		X		
Rate and Comprehension Check Tests (Baldridge Reading and Study Skills)			X		X	
Reading Laboratory IV-A with Student Record Books (SRA)	X	X	X	X	X	
Specific Skills Series (Barnell Taft)	X		X	X		
Speed and Perception (Prentice-Hall)			X		X	
Study Type of Reading Exercises (College Press, Columbia University)			X	X	X	
Tachistoscope (EDL)		X			X	
Tactics II (Scott Foresman)	X		X			
Word Building (Macmillan)		X				

POWER READING

Credit: 2 - 5 hours per semester; 1 semester course
Class Size: 20 - 25 students, depending upon facilities
Elective: Grades 11 and 12
Prerequisites: 1 or more years above reading grade level
Counselor or teacher (Language Arts or Social Studies) recommendation

Power Reading is a course designed for college-bound eleventh and twelfth grade students. The course will provide these students with an opportunity to develop the advanced reading skills necessary to achieve success in college. The ultimate goal is that each student will be equipped with skills and disciplines that will make possible continued, long-range self-development in reading power, thereby becoming a mature reader. Skills emphasized will be close reading, retention and comprehension of expository material, critical judgment with creativity and sensitivity, and reading rate efficiency by reading in thought groups rather than word by word. Improvement of vocabulary will also be stressed.

Program Objectives

1. To illustrate that specific mature reading skills are necessary to achieve success in college-level courses
2. To illustrate that the above-average to superior student does not automatically possess these skills and must learn them in order to become a mature reader
3. To familiarize the student with concentration and memory techniques
4. To show the student how to extract ideas by reading thought groups instead of by word-for-word reading and to help the student attain at least a 2.5 - 3 word span
5. To increase the student's reading rate to a speed desirable for college reading (at least 300 words-per-minute), while maintaining at least 70 percent comprehension
6. To show the student how to determine the reading-difficulty level of materials being read
7. To help the student develop and use flexible reading rate according to the difficulty and purpose of materials being read
8. To show the student how to read college materials closely for a specific purpose

9. To improve the student's ability to critically judge the material being read

10. To improve the student's ability to apply creativity and sensitivity to his judgment of material being read

11. To improve the student's skimming and scanning skills

12. To teach the specific skills necessary for reading mastery in each content area, according to students' needs

13. To improve the student's test-taking and study techniques, making them applicable for college-level work

14. To improve the student's vocabulary and teach the means by which it can continue to grow throughout the student's life

15. To develop in the student a positive attitude towards reading and a desire to pursue reading on individual initiative

16. To permanently equip the student with skills and disciplines that will make possible continued long range self-development in reading power, thereby enabling the student to become a mature reader

SUGGESTED MATERIALS FOR POWER READING

Resources	Word Attack	Spelling & Vocabulary	Comprehension	Study Skills	Rate of Reading	Survival Skills
Be a Better Reader, Books V-VI (Prentice-Hall)		X	X	X	X	
Controlled Reader Filmstrips, KL-MN (EDL)		X	X		X	
Rate and Comprehension Check Tests (Baldridge Reading & Study Skills)			X		X	
Reading Accelerators (SRA)					X	
Reading Laboratory IV-A with Student Record Books (SRA)	X	X	X	X	X	
Senior Reading for Understanding with Student Record Books (SRA)			X			
Study Type of Reading Exercises, College Level (Teachers College Press, Columbia University)			X	X	X	
Tachistoscope (EDL)					X	
Word Building (Macmillan)		X				
Word Power Made Easy (Doubleday)		X				

If a secondary school is to have a complete reading program, the curriculum must include not only a full schedule of reading classes, but also a school-wide emphasis on the teaching of reading in all content areas. Content area teachers must be aware that they, too, are teachers of reading skills. Yet many content area teachers are untrained in, or unaware of, the reading skills involved in their teaching areas. One of the responsibilities of the reading teacher or specialist is to assist content area teachers as they incorporate reading skills into their subject areas.

According to Charles W. Peters in the Journal of Reading, a reading consultant (or specialist) is essential to a school's total reading program. Peters states, ". . . a reading consultant is a person whose major function is to work with teachers, administrators, and other support staff in developing techniques and strategies for infusing reading skills into content area classrooms, establish and maintain communication between other elements of the program, assess and evaluate the program, evaluate curricular materials, and work with other staff members to implement the model."[1]

On the basis of Peter's definition, a reading specialist should work in each building to expand the reading program beyond the teaching of individual reading classes. It is evident that if a school wishes to provide a full curriculum of reading classes and a school-wide reading program, one reading teacher alone cannot perform all the necessary services. If a specialist is unavailable, some of the duties of the specialist could be assumed by the reading teacher, provided the teacher can be released from some classroom instruction.

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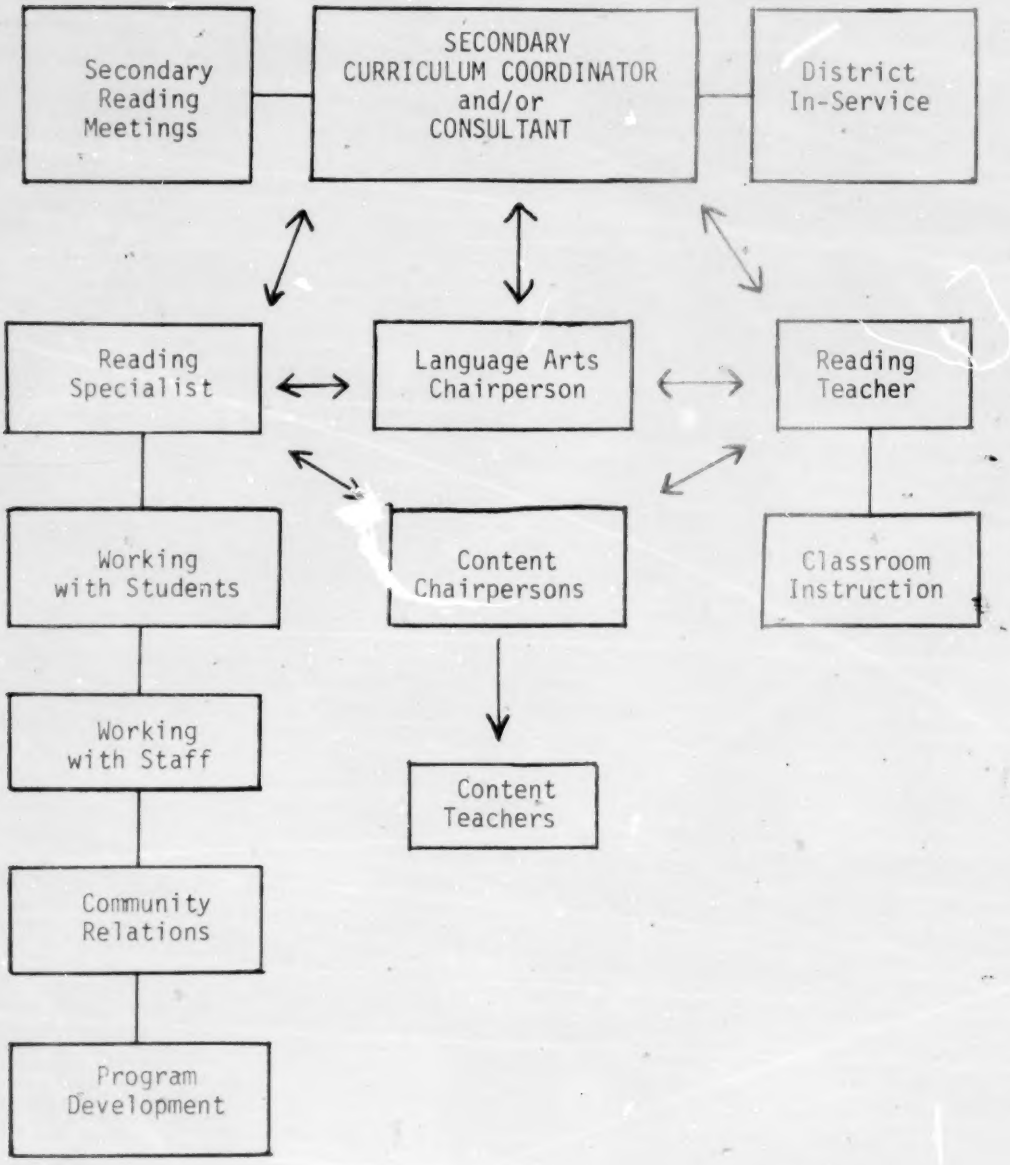
[1]Peters, Charles W., "How to Get More Comprehensive Reading Programs at the Secondary Level," Journal of Reading, Vol. 20, March, 1977.

The following model suggests the operation of a school-wide reading program, using both the reading teacher and the reading specialist:



SOME POSSIBLE APPROACHES FOR THE READING SPECIALIST

Implementation of the program may vary with individual building needs. The following outline suggests some possible approaches for the reading specialist:

I. The Reading Specialist works with students. It is important to remember that the Reading Specialist is also a Reading Teacher and, as such, should be directly involved with students.

   A. The Specialist can direct school-wide reading programs, such as Uninterrupted Sustained Silent Reading (USSR), book fairs, and Right-to-Read projects.

   B. The Specialist may be involved in some form of classroom instruction.

      1. The Specialist has the option of accepting classroom teaching assignments if time and scheduling permit.

      2. The Specialist could offer mini-courses for varying periods of time. Topic possibilities for these courses are adaptable to student and teacher needs.

   C. The Specialist can give supplementary one-to-one instruction to students with reading problems.

II. The Reading Specialist works with the staff. The major function of the Reading Specialist is to assist staff members, particularly content area teachers, to explore the reading process as it applies to their individual needs. However, the reading program should not be imposed upon a faculty, but rather accepted by them voluntarily.

   A. The Specialist may conduct reading inservices.

A Few Recommendations on How to Conduct Inservice Reading Instruction for Content-Area Teachers.

1. Inservice should be held during school hours. Teachers are too tired, too involved in other activities to meet after school. Also, in some cases, teachers must be paid for after hours commitment.

2. Inservice should be voluntary. It is the old story of force-feeding a baby who will learn to hate food.

3. Inservice should be open to all faculty members.

4. The sessions must include the presence of non-professionals who are to work with children on their reading problems.

5. If many teachers are present, it is essential to group them according to need, subject area, skills, or type of student (remedial or developmental). Allow mobility so that teachers may join several groups.

There are problems in conducting inservice.

1. Content-area teachers feel reading is not their responsibility.

2. Some teachers avoid learning how to teach disabled readers. They find this work "frustrating" or intellectually unchallenging. Some feel incompetent. Most feel that the principal will give them many disabled readers next year after they have been trained to help.

However, inservice is essential. Many teachers want to grow professionally.

Axelrod, Jerome. "A Few Recommendations on How to Conduct Inservice Reading Instruction for Content-area Teachers." English Journal, Feb., 1975.

B. The Specialist may be invited to departmental meetings for consultation.

C. The Specialist may work with individual content area teachers.

1. The Specialist may act as a teacher consultant by circulating pertinent information throughout the building and by informally consulting with individual teachers upon request.

2. The Specialist may work with content area teachers on a team basis to help teach reading-oriented lessons and units.

3. The Specialist may preview, evaluate, and recommend content area texts and materials upon request from individual teachers and departments.

4. The Specialist could establish and maintain a Professional Reading Resource Center, collecting and organizing materials helpful to the content area teacher.

D. The Specialist should work with counselors to interpret standardized test results and to assist in student scheduling.

E. The Specialist should cooperate with the Resource Team to coordinate programs of instruction.

F. The Specialist should work with librarians and Media Services personnel in determining readability levels, ordering media materials, and promoting school-wide reading activities.

G. The Specialist should maintain communication with building administrators in order to apprise them of the status of current programs and to share with them new developments in the reading field. Administrative support is vital to the success of a reading program.

III. The Reading Specialist serves as a liaison between the school and the community.

A. The Specialist should be responsible for keeping parent organizations advised of developments in the building reading program.

B. The Specialist may attend Board of Education meetings when items concerning the Reading Program are on the agenda.

IV. The Reading Specialist will promote professional growth for the Reading Program. The specialist is responsible for keeping the building staff aware of innovations in the field of reading through attendance at professional conferences and conventions and through continued research and reading in the field.

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Traub, N., Recipe for Reading, Educators Publishing Service, Inc.

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Witty, P., How to Improve Your Reading, Science Research Associates.

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